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MISSOURI
SCHOOL OF SOCIAL ECONOMY
ST. LOUIS

A TRAINING SCHOOL FOR SOCIAL WORKERS

HANDBOOK, 1917-1918

CONDUCTED BY

THE UNIVERSITY OF MISSOURI

IN CO-OPERATION WITH

A BOARD OF ST. LOUIS CITIZENS

May, 1917

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CALENDAR

Registration, Monday, September 24, 1917.
Class work, Tuesday, September 25, 1917.
Thanksgiving Holiday, Thursday, November 29, 1917.
Christmas Holiday, Saturday, December 22, 1917, to Wednesday,
January 2, 1918, inclusive.
First Semester closes Saturday, January 26, 1918.
Second Semester begins Monday, January 28, 1918.
Second Semester closes Thursday, June 6, 1918.

MISSOURI SCHOOL OF SOCIAL ECONOMY

THE FIELD OF SOCIAL SERVICE

Social work is rapidly becoming a profession and, therefore, requires certain standards and a specialized training which depends on a method and technique peculiar to the occupation.

The field of social service is also growing rapidly and trained men and women find opportunities in such lines of social work as the following:

Charity organization; relief society; children's aid; children's institutions; hospital social service; legal aid; anti-tuberculosis; juvenile and adult probation; attendance and truant office; traveler's aid; state board of charities; charities endorsement; penal and reformatory institutions; settlement; social center; institutional church; playground; employer's welfare; state, county and municipal institutions; federal and state bureaus or commissions; boards of social welfare; bureaus of research; factory inspection; civil and public health organization; public recreation, sanitation, and public welfare. The field is almost unlimited and so far it has been impossible for the training schools to cover the entire ground. Special emphasis, however, has been laid upon certain necessary forms of training. To be successful all social workers must receive training in one or more of these fundamental types of practical work. Emphasis is, therefore, placed on:

- (1) Training in the methods of case work, which involve problems of the moral or economic upbuilding of individuals of families.

- (2) Training in the work of handling groups, which is necessary in settlements, reformatories, institutions and elsewhere.

- (3) Training in research; skill in which involves practice, in investigation, the testing of principles of research, the organization of material, and the presentation of results.

Students whose practical training covers these three fields have acquired the fundamentals necessary for successful social service, for regardless of the apparent diversity of positions, the essentials are simple and definite.

The School of Social Economy aims to train men and women for such service as is outlined above, and to carry on research and investigation for the purpose of social betterment.

The work of the School is planned, therefore, to meet the needs: first, of persons expecting to make social service their profession; and

second, of individuals carrying on volunteer activities, either as social workers or members of the directing board of some social agency.

HISTORICAL STATEMENT

The Missouri School of Social Economy is a development from round table discussions begun in the St. Louis Provident Association in the winter of 1901-02.

In 1906 an affiliation was made with the University of Missouri. Regular class work was begun February 1907, and a one year's course was instituted in September 1908. In 1907 the Russell Sage Foundation made an appropriation to the School and agreed to continue this appropriation for a period of five years. In 1909 the affiliation was changed to Washington University, and in 1913 the School became a department of the University on the condition that it continue as such department unless the appropriation by the Russell Sage Foundation be materially reduced or discontinued. Similar appropriations were formerly granted to the four original schools of social service, but were gradually reduced until they were finally withdrawn.

In February 1915, Washington University decided, in view of the withdrawal of the Sage Funds, to discontinue the School as a department of the University because, "whatever expense is associated with the School must be borne by the University." The School was accordingly reorganized on an independent basis and its work carried on as before during the year 1915-16. However, Washington University continued to provide the part time services of Associate Professor C. E. Persons, and to permit the use by the School of such property as belonged to the University.

In May 1916, the University of Missouri decided to undertake the management and partial support of the School with the view of eventually assuming complete support and control. It is accordingly now organized and conducted as an extension project under the Extension Division of the State University. This action definitely assures the development of the School, and will enable it to minister successfully to the considerable territory in the South and West, with which the School is socially bound up.

CONDITIONS OF ADMISSION

All candidates for a certificate must have completed a standard high school course or its equivalent and must give evidence of capacity for practical work. They must in addition have completed elementary courses in economics, sociology and psychology, and possess facility in the proper use of English. Otherwise, candidates must prepare themselves in these branches previous to a formal acceptance of their candidacy for a certificate. All applicants must be twenty years of age or over. Each applicant is required to give reference as to ability, character, and aptitude for social work.

An application blank will be sent on request.

REGISTRATION AND FEES

Students are registered on the opening day of each semester. A registration fee of two dollars is charged, but this is remitted if the student registers on the first day.

The tuition fee is \$25 per semester, or \$50 for the school year. Persons taking less than three full courses are charged \$10 per course a semester, but the cost of a one-hour course is \$5.

Practice work is rated as a full course at the regular charge for such course.

All fees are payable in advance. If not paid within fifteen days after the opening of the semester, the student will be suspended from all privileges of the School until the fee is paid. No rebate of the tuition fee can be made for absence, except in cases of prolonged illness certified to by a physician.

REQUIREMENTS FOR GRADUATION

The computation of credits received is based on units or hours of class work. A unit consists of one hour of lecture or recitation work for a semester.

The minimum requirements for graduation are the successful completion of twenty-four units of class work and credit for eight hours of practice work per week throughout the year. College graduates may complete this work in one year. Students who are not college graduates, but who are candidates for graduation, must complete thirty-six units of class work and obtain credit for twelve hours of practice work throughout a year. Such students are required to remain in the school for two years.

CREDITS FOR GRADUATE WORK

Certain courses in the School of Social Economy will be accepted by the University of Missouri as graduate work. The work for a degree must in each case follow a plan approved by the department of sociology of the University. Holders of a college diploma from an accredited institution may meet the requirements for a Master's degree in one year, but a longer time is recommended for students desiring both the advanced degree and the certificate from the School.

TRAINING AND INSTRUCTION

A complete course in the School of Social Economy consists of two parts, both considered indispensable to the student. They are: (1) class instruction, and (2) practice work.

I. Class Instruction

The instruction, as is usual in college classes, consists of a combination of lectures, textbook work, and assigned readings. The courses given are confined to the field of social and political economy, applied philanthropy, and social service, and are as follows:

1a. Elementary Economics and Sociology. This course or its equivalent is a prerequisite to all others in the School of Social Economy. It is divided into two parts: The first consists of a study of the principles underlying the economic theory of consumption, production and distribution and their relation to modern socio-economic phenomena. The second part deals with the rudiments of sociology and their relation to modern social problems. The historical development of the family is traced to its present status, and the problems surrounding it and affecting the larger social organization are studied. (3) First semester. Miss WILDER.

2. Problems of Public Health. This course acquaints the student with the social aspect of the chief contagious and infectious diseases, such as tuberculosis, ophthalmia and the social diseases. Attention is also given to the public health agencies, their organization, method and work, and to special problems including ventilation, pure water, alcoholism and occupational diseases. (2) Both semesters. Miss WILDER, Special Lecturers.

3. Field Trips. This course consists of a series of trips to slum districts, social agencies and industrial plants so as to acquaint the student with the various problems of a community. The class meets every Tuesday afternoon at 2:30 o'clock. (1) Both semesters. Miss KELLEY.

101a. Problems of Poverty. This course deals with the causes of poverty and considers at length the individual and social factors involved. It includes a discussion of the remedial agencies, both public and private, and outlines their general sphere of effort. Special attention is given to the improvement of living and working conditions, and the development of better physical and mental types. (3) First semester. Mr. MANGOLD.

102a. Labor Problems. A review of the social effects of the industrial revolution and of the rise of the factory system. A study of labor supply, wages, hours of labor, unemployment, labor organization, the sweating system, woman labor, minimum wage, standards and cost of living, workmen's compensation, factory inspection, and methods of promoting the amelioration of the wage-earning classes. (3) First semester. Mr. MANGOLD.

103a. Practice of Organized Charity. During the first semester the courses deals with the problem of the social reconstruction of individuals or families. The general principles and processes of social treatment are discussed and students are familiarized with the recognized methods of dealing with broken or depressed families. In the second semester a study is made of the methods of organizations

specializing in particular case problems. This course provides the fundamentals for the practical training in case work. (3) First and second semesters. Miss KELLEY.

105b. **Neighborhood and Group Work.** A course designed to train students for effective work in handling groups, in settlements, social centers, and in the welfare departments of stores and factories. The principles and methods underlying such work are studied and practical activities are required of the students. (3) Second semester. Miss WILDER.

106a. **Charitable Institutions.** This course contemplates visits to each type of institution studied, a discussion of the problems of management, and the consideration of physical, sociological and administrative standards. (3) First semester. Miss KELLEY, Special Lecturers.

108b. **Crime and its Treatment.** This course embraces a discussion of the physical and social causes of crime, the various schools of criminology, the police, the criminal courts, court procedure, jails, reformatories and penal systems, indeterminate sentence, adult probation, the cost of crime, and measures of prosecution. Special problems of the women offender as considered. (3) Second semester. Mr. MANGOLD.

109b. **Child Welfare.** This course begins with the study of heredity and environment as social factors. Then the problems of infant and child morality, protection from disease, the playground movement, and the social aspects of education, including truancy, retardation and industrial training are briefly discussed. Attention is given to child labor problems, juvenile delinquency, the probation system, reformatory institutions, measures of child protection, the dependent and neglected child, and child caring agencies, public and private. (3) Second semester. Mr. MANGOLD.

111b. **Race Problems.** The course deals with the problems of immigration, and discusses sources, social, economic, and political effects, methods of assimilation, immigration legislation, and effect on national character. A program of the work by public and private agencies to promote the Americanization of the immigrant is reviewed and a program of betterment is outlined. (3) Second semester. Miss WILDER.

A brief study is made of the negro with special reference to St. Louis. The economic, social and educational problems are considered. (1) Second semester. Miss WILDER.

Either branch of this course may be chosen separately.

113a. **Social Activities of Cities.** The object of this course is to familiarize the student with those branches of municipal government that deal with the social problems of the city, to analyze their operations, to understand their scope and purpose, and to relate their activities to those of the private agencies in the community. Special attention is given to cities that have developed departments of social welfare. The effect and value of improvements in governmental machinery are also discussed. (3) First semester. Mr. MANGOLD.

204. Methods of Social Research. A course dealing with the principles and practice of social investigations with practical work on a number of selected problems. The methods of inquiry used by state, federal, and private agencies are studied, and the value and validity of selected reports examined. Direct information is gained in regard to wages, cost of living, movement of population, birth rate, marriage and divorce, and other problems. (3) First and second semesters. Mr. MANGOLD, Miss WILDER.

212b. Organization and Function of Social Agencies. A discussion of the functions and actual work of typical agencies, such as charity organizations, anti-tuberculosis, children's aid, public health, and county welfare societies. Methods of co-operation through central council or federation, bases for a division of the field, problems of extension of service, and related questions are considered. (3) Second semester. Mr. MANGOLD.

215. Seminary. Research course for special investigations and thesis work. Two to four hours per week throughout the year. Mr. MANGOLD.

II. Practice Work

Every social worker must possess skill in the art of doing his daily work. No physician is trusted unless he has had clinical experience and has used his medicines or surgical instruments. No social worker can be efficient without similar practice or experience in the laboratory of human life and social contacts.

Each student must become familiar with the routine and work of one or more social agencies. He must learn how they are operated and the significance of their work. Most important of all, he must handle individuals or families in need of rehabilitation, and must work with them until he has learned the essentials of successful work. Months of labor are necessary before the student can diagnose and prescribe for cases needing attention. The elements of preventive work are discovered only after persistent contact with many complex cases of poverty, distress, sickness, delinquency and other social ills.

Although the minimum requirement is eight hours per week, students usually discover that an average of nearly two days per week throughout the year is necessary to equip themselves for trustworthy handling of human problems, be they cases of sickness, poverty, immorality, shiftlessness or weak-mindedness. Again, the worker who handles groups must combine experience in case work with practice in handling groups of persons whether normal or abnormal.

The School requires proficiency in practice work before students may graduate and enough time must be spent to obtain skill, regardless of the number of hours that may be involved.

SPECIAL COURSES

The School has supplemented its regular work with special courses designed for those desirous either of getting in touch with the social problems of today, or of enlarging their knowledge. Such courses have been given in the evenings and on Thursday or Friday mornings. The evening courses have been attended largely by persons employed in social service during the day, while the forenoon courses were patronized by volunteers and others anxious to develop their experience and observation.

Among the most popular of these special courses have been: The Social Agencies of St. Louis—a course which gave the student a comprehensive knowledge of the framework of our local agencies and of the nature of the work performed.

The Church and Social Service—a series of lectures dealing with the moral and social conditions of the city, and the relation of the church to these problems. Protestant, Catholic and Jew have attended this course.

Special courses designed to widen the public interest in social economy and applied philanthropy are an essential part of a training school of social service. Although the ground covered is limited, it provides the opening wedge to more extended work in the field of social service.

SOCIAL INVESTIGATION

The student cannot easily enter the service of federal bureaus, or state commissions without experience in the organization of research material, and without practice in the methods of collecting, analyzing and correlating facts.

Social investigation is a most important form of work and is becoming increasingly so, because all constructive work must be based on a sound knowledge of conditions and their meaning. The School of Social Economy has regularly maintained a department of research or investigation.

Each year the School has had a number of fellows receiving stipends of various amounts, but usually \$350 each, who gave one-half their time to social investigation. It is hoped that several such fellowships will be available for the coming year. Among the work accomplished in the bureau is the following:

A careful study was made of the methods of county outdoor relief in Missouri. This report has recently been published by the Russell Sage Foundation and represents an authoritative and intensive study of this problem.

A study by the School of the physical conditions of the St. Louis Industrial School and of the causes of child dependency gave an im-

petus to the movement to transfer the Industrial School to the country and to rebuild it on the cottage plan.

The study of the St. Louis newsboy contributed the raw material on which was based the demand for the inclusion of a provision affecting newsboys in the present child labor law of Missouri.

The agitation of the milk problem in St. Louis began with the investigation of the condition of our local milk supply. After several years of effort, a milk ordinance was finally enacted, which promises to result in untold improvement in the local milk supply and as a consequence, in the continued reduction of our infant mortality.

Among the most valuable investigations made by the School was the study of the "Industrial Conditions Among Negroes in St. Louis," published in 1914. This report is a detailed examination of the opportunities in industry of the colored people, and contains a mass of illuminating facts. *The Journal of Political Economy* in reviewing this publication says, "As a guide-book to those who want to help the negroes in St. Louis, it is comprehensive and practical,—a very thorough analysis of working conditions, the opportunities, and the special problems of the negro, his relation to the trade union, and the attitude of employers toward him, is reinforced by tables and charts, which illustrate very clearly the points made."

The pamphlet on "Prenatal Care," a joint product of the School of Social Economy and the social service department of Washington University Hospital, has not only had a wide circulation, but has been commended and used by Mrs. Max West, the "prenatal" expert of the Federal Children's Bureau, to guide new localities in beginning this form of work.

The full report (unpublished), on the "Wage Condition of Factory Women in St. Louis," contains valuable information relating to the problems of working women, as well as important facts as to wages. Another report deals with the "Public Methods of Handling Drunkenness," and shows the inadequateness of the present system in St. Louis. Finally, the study of "The Immigrant in St. Louis" has brought together a mass of data which can be utilized for service to the community.

INFORMATION

All inquiries concerning registration, conditions of admissions, fellowships, credits and publications should be made to

GEORGE B. MANGOLD, Ph. D.

Director School of Social Economy

2221 Locust St.,

St. Louis, Mo.

OFFICERS OF INSTRUCTION AND ADMINISTRATION

ALBERT ROSS HILL, PH. D., LL. D.

President of University of Missouri

CHARLES H. WILLIAMS, A. B., B. S. in Ed.

Secretary of University Extension, University of Missouri.

GEORGE B. MANGOLD, Ph. D.

Director

ORA A. KELLEY, A. M.

Assistant

WILLIAM WILDER, A. B.

Assistant

ELMA STUART

Secretary to the Director

SPECIAL LECTURERS

CHARLES A. ELLWOOD, Ph. D.

Professor of Sociology, University of Missouri

LUTHER LEE BERNARD, Ph. D.

Assistant Professor of Sociology, University of Missouri

M. P. RAVENEL, M. D.

Professor of Preventive Medicine, University of Missouri

JOSEPHINE POE JANUARY,

Secretary, Consumer's League of Missouri

J. E. W. WALLIN, Ph. D.

Director, Psychopathic Laboratory,

St. Louis Public Schools

FRANCES BOWMAN

Children's Librarian,

Public Library of St. Louis.

JULIA STIMSON

Head of Department of Nursing

Washington University.

(Occasional lectures are also given by social and civic workers of St. Louis.)



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Edited by the
FACULTY OF THE SCHOOL OF SOCIAL ECONOMY

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